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Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

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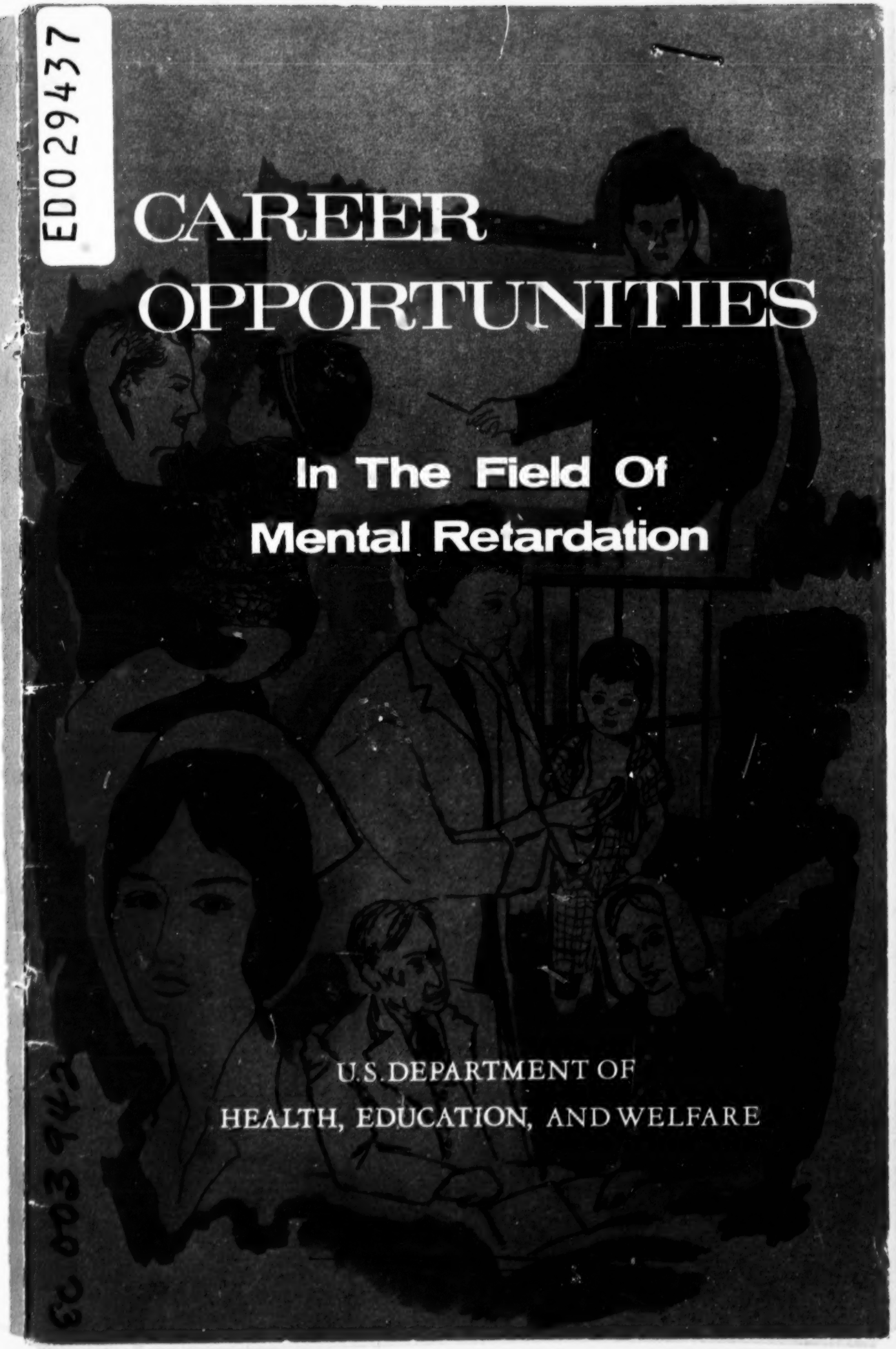
CAREER OPPORTUNITIES

In The Field Of Mental Retardation



U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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CAREER OPPORTUNITIES

In The Field Of Mental Retardation

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

SECRETARY'S COMMITTEE ON MENTAL RETARDATION

March 1969

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FOREWORD

There has been a growing recognition that mental retardation is a community problem requiring the utilization of the total resources of the community. Yet the severe shortage of trained personnel capable of working with the mentally retarded and their families threatens the success of programs in this field. Lack of concerted efforts to recruit prospective workers for careers in mental retardation has serious implications for the future.

Work in the field of mental retardation may involve diagnosis, research, prevention, care, rehabilitation, education or training in a variety of settings including a clinic, a community day care center or residential care institution. Personnel on the supportive, professional, specialist and administrative levels are needed. Preparation for work with the mentally retarded individual and his family varies greatly and opportunities exist for many different individuals to contribute their talents and services.

This publication is designed to encourage the investigation of career opportunities in the field of mental retardation. A significant contribution to occupational information on mental retardation was made by the Department of Labor through its publication, "Occupations in the Care and Rehabilitation of the Mentally Retarded." The Secretary's Committee on Mental Retardation used this publication as a source document in the preparation of this pamphlet.

Special recognition is given to Robert E. Eisenbud, a graduate student at George Washington University, Washington, D.C., who was responsible for the compilation and basic format of this publication during his period of work experience with the Secretary's Committee on Mental Retardation. Mr. Eisenbud worked under the direction and supervision of William F. Baxter, Staff Assistant for the Secretary's Committee.

Wallace K. Babington
Assistant to the Assistant
Secretary for Community
and Field Services

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INTRODUCTION

This publication is addressed primarily to the high school and college student who is interested in working with the mentally retarded and desires a general introduction to the opportunities in the field. Information is also included on the financial assistance available from the U.S. Department of Health, Education, and Welfare for specialized or formal training where such preparation is required. References to additional sources of information are cited.

It is hoped that this publication may also serve to encourage other persons who may not have a formal education or specialized training to investigate the possibilities open to them in this field. Because it is concerned primarily with full-time gainful employment, this publication will not deal with the important contributions of volunteers.

It is difficult to generalize about preparation for work with the retarded; some positions require formal and specialized training and education in the field of mental retardation, while others are open to individuals without any such preparation. Still others are top level positions of employment for which there are no prescribed programs of preparation.

An effort has been made therefore to simplify the reader's task of locating those careers in which he is interested. This has been done by classifying the career opportunities chosen for inclusion in this publication into 5 service categories. The areas are: (1) Health and Health Related Services; (2) Education; (3) Social and Rehabilitative Services; (4) Research; and (5) Administration and Coordination of Services. It should be remembered that the functions and services performed in a given position will vary within the general framework according to the interests, talents and experience of the individual. Similar work may often be performed in different settings or under different job titles; some overlapping and sharing of functions and services also occurs. Although some job descriptions refer to care of children, care and management of the mentally retarded individual often extends into his adult life.

The general job descriptions which follow include those positions for which no specific formal training is required. In those cases where specific training in mental retardation is required or where opportunities for specialization within the general field exist, this information is noted. Information about financial assistance for undergraduate education is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. The Department also provides funds directly to universities for graduate level specialized training

programs; the interested student should write directly to the university of his choice for information about these programs. Assistance is also available under other Federal programs as well as from State agencies, private foundations and other sources.

Those careers which have been included were chosen because they are representative of the great range and diversity of personnel needed to care for the mentally retarded. Although many persons working in these careers do not deal exclusively with mentally retarded individuals, it is in these careers that an individual who wishes to concentrate on meeting the needs of the mentally retarded most often finds opportunities for such specialization. It should be noted that countless other professional and supportive personnel in the health, educational and social fields serve and help the mentally retarded in the course of their services to the general public. However, they are not usually full-time specialists dealing solely with the problems of the mentally retarded, and have therefore, not been included.

There are a number of voluntary non-profit organizations rendering support in the area of career development opportunities for the mentally retarded. The names of these organizations appear throughout this publication. There are four organizations however which have special interest in this activity and have performed yeoman service in alerting others to its importance. The organizations are: The American Association on Mental Deficiency (AAMD), Council on Exceptional Children (CEC), the National Association for Retarded Children (NARC), and the Joseph P. Kennedy Foundation. The AAMD and CEC are organizations composed of professional persons engaged in the general area of work with the retarded and the handicapped. The NARC is primarily a parents group comprised of nearly 100,000 members who are interested and dedicated to helping the mentally retarded. The Joseph P. Kennedy Foundation is a philanthropic non-profit organization which was established in 1946 by Mr. and Mrs. Joseph P. Kennedy to stimulate efforts in the prevention of mental retardation and to encourage more effective care and treatment of the retarded.

I. HEALTH AND HEALTH-RELATED SERVICES

Increasing knowledge and experience have led to the formulation of a broad approach to the field of mental retardation, involving prevention, diagnosis, treatment and rehabilitation. This modern approach calls for cooperative efforts by personnel in the health professions who provide medical and health care. With the expansion and strengthening of the community, State and Federal services and programs, there has been a corresponding increase in opportunities for persomel in the health field.

(1) PHYSICIAN

The role of the physician in the diagnosis and treatment as well as the prevention of human diseases is a familiar one. He plays an especially important part in management and prevention of mental retardation and may specialize in dealing with the health problems associated with mental retardation. In this capacity he may counsel parents in meeting child care and health problems, in obtaining specialized services and in mininiizing or avoiding genetic hazards in future offspring. He may also be called upon to participate in determining the advisability of admitting children or adults to schools, clinics, camps and other facilities and to certify their admission where such action is indicated. In addition to patient care, he may provide consultative services and may serve in an administrative capacity directing activities of diagnostic clinic, hospital, residential institution, or coordinating health services of public health or welfare departments. A physician interested in mental retardation may specialize in one of several fields, such as pediatrics, pediatric neurology or psychiatry.

Educational and Training Requirements:

A minimum of an M.D. degree with an internship is required before taking State Boards for a license to practice medicine. Specialties require additional residency training of at least two years' duration.

Financial Assistance Available:

Financial assistance is available to finance a student's undergraduate education in the form of low-interest loans and scholarships. Information is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

Assistance to students who have been accepted for enrollment in medical schools is available in the form of low-interest loans and scholarships. Information may be

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obtained from the Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. Funds from the U.S. Department of Health, Education, and Welfare are provided to universities for specialty training and residencies. The interested student should write the university of his choice for information.

For Additional Information Write:

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60201

Association of American
Medical Colleges
2530 Ridge Avenue
Evanston, Illinois 60201

National Medical Association
520 W Street, N.W.
Washington, D.C. 20001

(2) REGISTERED NURSE (RN)

Nursing is concerned with the promotion of health and prevention of illness for individuals. Nurses of varying levels of professional and technical preparation work with patients in hospitals, public health agencies, State institutions, out-patient clinics, schools, and the patients own homes. Although most nurses give services to groups of patients, which may include only a small number of mentally retarded, some nurses work exclusively with the mentally retarded in State institutions, community day care programs, and child development clinics. Nurses who obtain graduate preparation in nursing, including mental retardation, may become clinical specialists, consultants and instructors.

All nurses who work with children have opportunities for casefinding by detecting early indications of developmental lag for the purpose of referral and evaluation. Nurses employed in agencies which deal exclusively with the mentally retarded may also contribute in providing or planning treatment services for patients. They help develop the nursing program as a part of the total plan for the patient and often supervise the staff in carrying it out. Public Health nurses often are responsible for the recommended plan of treatment in the home.

Educational and Training Requirements:

There are a variety of educational programs in nursing that, upon completion, permit the graduate to take the examination which each State requires for practicing. They include: a baccalaureate degree program which requires four to five academic years; an associated arts degree program which requires two years; or a hospital diploma degree program which requires two to three years. The kind of program determines the type of nursing practice for which the nurse will be prepared.

Financial Assistance Available:

High school graduates who are accepted for enrollment in a school of nursing are eligible for low-interest loans. After basic nursing education has been completed, assistance for traineeships and graduate study in nursing specialties is available. General information is available from the Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201, and from schools of nursing.

Funds are also made available to some universities by the U.S. Department of Health, Education, and Welfare to assist nurses who wish to train for careers in the field of maternal and child health and crippled children's services, particularly mentally retarded children and those with multiple handicaps. The interested student should write directly to the university of his choice. Information about assistance to nurses to train for careers in rehabilitation nursing and a list of the participating schools may be obtained from the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

National League for Nursing
10 Columbus Circle
New York, New York 10019

ANA-NLN Committee on Nursing Careers
10 Columbus Circle
New York, New York 10019

(3) PRACTICAL NURSE (LPN)

The practical nurse (LPN) assumes responsibility and serves an important supportive function in caring for the individual patient. She may serve in any of a variety of settings, including a residential care institution, diagnostic and evaluative clinic, community day care center or other health facility, as well as in the home; her specific functions will vary accordingly.

Educational and Training Requirements:

Special schools in various States offer a program combining academic training with practical hospital training lasting from one to two years. In some States the practical nurse must take a State Board examination upon completion of such a program to be licensed as a practical nurse (LPN).

For Additional Information Write:

National Association for Practical Nurse Education
535 Fifth Avenue
New York, New York 10017

National Federation of Licensed Practical Nurses
250 West 57th Street
New York, New York 10019

(4) NURSE AIDE

The nurse aide is concerned with the personal needs of the mentally retarded patient. In assuming responsibility for the care of the individual with respect to his hygiene, feeding, comfort and well-being, the nurse aide performs an essential and valuable supportive function which makes it possible for the registered and practical nurse to concentrate on those problems which require specific advanced training.

Up to six months of vocational preparation is required and is usually in the form of on-the-job training. The local chapter of the National Association for Retarded Children and the local health and welfare departments can provide the names of agencies and facilities which provide services for the mentally retarded.

For Additional Information Write:

American Nurses' Association
10 Columbus Circle
New York, New York 10019

(5) DENTIST

The dentist is concerned with treating ailments or abnormalities of the teeth and gums and with limiting the incidence of their occurrence or recurrence. In addition to performing familiar services connected with dental health, care of the mentally retarded patient, especially the institutionalized individual, presents special dental health problems. The mentally retarded patient who is unable to use a toothbrush suffers more than the general population from gum disease due to poor dental hygiene practices. Dentists in hospitals or residential care institutions may specialize in treating and preventing such problems associated with mental retardation.

Educational and Training Requirements:

A minimum of two years at a college or university is required for admission into dental school, which offers a four year program. Most schools require that the applicant complete three or four years of college education before entering dental school. A dental school graduate must pass a State examination and be licensed to practice dentistry. Dentists who wish to specialize or do teaching or research may serve in a hospital as a dental intern or resident.

Financial Assistance Available:

Students who have been accepted in a college or university and wish to go on to dental school should write the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202 Information about assistance to finance dental education is available from the Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

The U.S. Department of Health, Education, and Welfare makes funds available to some universities for training programs for care of crippled children, particularly

mentally retarded children and those with multiple handicaps. Dentists who wish to train in such fields should write the university of their choice.

For Additional Information Write:

American Association of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Association
220 East Superior Street
Chicago, Illinois 60611

(6) DENTAL HYGIENIST

The dental hygienist works under the supervision of a dentist cleaning teeth and teaching patients proper dental hygiene practices. Using x-ray equipment, the hygienist participates in the diagnosis of dental health problems and surveys dental needs. The hygienist's function in the dental care of mentally retarded individuals is especially important because of the poor dental hygiene and other problems often associated with mental retardation. Her role is becoming increasingly important in programs to promote dental health education and preventive aspects of dental care.

Educational and Training Requirements:

A two year professional training course after completion of high school is required for a certificate in dental hygiene. The graduate must pass a licensing examination in the State in which she wishes to practice.

Financial Assistance Available:

Prospective dental hygienists interested in care of mentally retarded children should write to the school of their choice for information about training programs in this field and financial assistance made available by the U.S. Department of Health, Education, and Welfare.

For Additional Information Write:

American Dental Hygienists' Association
100 East Ohio Street
Chicago, Illinois 60611

(7) PHYSICAL THERAPIST

The physical therapist organizes, administers and conducts patient care services, when referred by the physician, to improve or restore motor function and prevent or minimize physically handicapping conditions by the use of therapeutic exercise, heat, massage, water, light and electricity and other rehabilitative procedures. The therapist may work in a hospital, nursing home, residential care institution, rehabilitation center, outpatient clinic, patient's home or public health agency helping each patient to develop to his maximum potential.

Educational and Training Requirements:

Graduation from an approved school (with an undergraduate degree in physical therapy) and a clinical internship of four months is generally required. After completion of an approved curriculum of training, the individual is eligible to take a State Board examination and to be certified as a licensed physical therapist. Most States require that the physical therapist be licensed to practice.

Financial Assistance Available:

General information for students interested in training in physical therapy is available from the Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. A limited number of fellowships for specialized graduate training in the care of handicapped children are available; an interested student should write the university of his choice for further information.

For Additional Information Write:

American Physical Therapy Association
1740 Broadway
New York, New York 10019

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60012

(8) PHYSICAL THERAPY ASSISTANT

The physical therapy assistant serves a supportive function in performing patient care services under the supervision of a professional physical therapist.

Educational and Training Requirements:

In increasing numbers of community and junior colleges it is possible for high school graduates to study to become a physical therapy assistant in a two-year program with clinical experience under the supervision of a professional physical therapist.

For Additional Information Write:

American Physical Therapy Association
1740 Broadway
New York, New York 10019

(9) PHYSICAL THERAPY AIDE

The physical therapy aide assists the professional therapist and assistant in the prescribed program of physical therapy supervising the activities of patients, attending to their individual needs and preparing the materials and supplies to be used in the program.

Vocational preparation is usually provided in the form of on-the-job training.

For Additional Information Write:

American Physical Therapy Association
1740 Broadway
New York, New York 10019

(10) OCCUPATIONAL THERAPIST

The occupational therapist working in the field of mental retardation evaluates the patient to determine his capacity for improvement and conducts programs of interest-motivating activities designed to increase physical and mental functioning or help the patient adjust to his limitations. The treatment or training program may include such activities as manual arts and crafts, homemaking skills and various educational, recreational and social skills which the mentally retarded individual needs in order to participate in society.

Educational and Training Requirements:

An undergraduate degree in occupational therapy and a clinical internship of six to nine months is generally required. The individual who has completed an accredited course of education and training is eligible to take the national registration examination which certifies initial competence to practice.

Financial Assistance Available:

Students interested in education and training in occupational therapy should write the university of their choice for information about financial assistance programs funded by the U.S. Department of Health, Education, and Welfare. Information is also available from Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

(11) OCCUPATIONAL THERAPY ASSISTANT

The occupational therapy assistant performs a valuable supportive function assisting the therapist in the prescribed occupational therapy program and assuming responsibility for supervision of patients and staff.

Educational and Training Requirements:

A high school graduate who successfully completes a 20 to 25 week course given at hospitals is qualified to become a certified occupational therapy assistant. In increasing numbers of community and junior colleges it is possible for high school graduates to

earn both certification as an occupational therapy assistant and an associate in arts degree through a two-year program of academic study and supervised clinical experience.

For Additional Information Write:

American Occupational Therapy Association
251 Park Avenue, South
New York, New York 10010

(12) OCCUPATIONAL THERAPY AIDE

The occupational therapy aide assists the therapist in the prescribed occupational therapy and instructional program by supervising the activities of patients and preparing the work materials and supplies to be used in the program.

Vocational preparation is usually provided in the form of on-the-job training.

For Additional Information Write:

American Occupational Therapy Association
251 Park Avenue, South
New York, New York 10010

(13) PSYCHOLOGIST

The psychologist is concerned with the assessment of behavior and the evaluation of mental and emotional disorders to facilitate academic and social achievement and personal adjustment of the individual. The use of patient and family interviews, appropriate intelligence, achievement, aptitude, personality and other tests and observations enables the psychologist to diagnose and evaluate the mentally retarded individual's intellectual development and social adaptation and to help formulate and carry out a therapeutic program of management.

The psychologist may specialize in a particular area within the discipline of psychology as a clinical, school or social psychologist or may conduct research.

Educational and Training Requirements:

A master's degree in psychology in addition to an undergraduate degree from a college or university is generally required; many positions require a Ph.D. degree and experience with exceptional children.

Financial Assistance Available:

Information about assistance for undergraduate study may be obtained by writing the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. College graduates may obtain information about financial assistance for training and study leading to the

master's and Ph.D. degree funded by the U.S. Department of Health, Education, and Welfare by writing to the universities of their choice. Information is also available from the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

(14) MUSIC THERAPIST

The music therapist directs and participates in instrumental and vocal music activities to improve morale, attitudes, motor skills and behavior; he also observes the reactions of patients to determine the effectiveness or advisability of therapeutic techniques and programs. The treatment aims and techniques of the music therapy program are a part of the coordinated efforts to enable the mentally retarded individual to make a more effective adjustment to normal living.

Educational and Training Requirements:

An undergraduate degree in music therapy from a college or university or a degree in music with certain required courses is required in addition to a six-month internship in a psychiatric hospital or residential care institution for the retarded. Master's degree programs are offered in some universities.

Financial Assistance Available:

Persons interested in training for a career in music therapy should write the college or university of their choice for information about programs funded by the U.S. Department of Health, Education, and Welfare. Interns are provided room and board and often receive an additional stipend for expenses. Further information on financial assistance is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

For Additional Information Write:

National Association for Music Therapy
P.O. Box #610
Lawrence, Kansas 66044

(15) SPEECH AND HEARING SPECIALIST

The individual with mental retardation often exhibits speech, hearing and language impairments which hinder his educational development and social adjustment. The speech and hearing specialist is concerned with these problems and disorders and

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engages in clinical activities that include the evaluation of the impairment, treatment and training programs, and counselling with patients and their families. These activities also involve cooperative endeavor with many specialists–physicians, educators, social workers, psychologists, and rehabilitation counsellors.

Educational and Training Requirements:

The basic professional qualifications which have been established by the American Speech and Hearing Association include the completion of studies leading to a master's degree with major emphasis in speech pathology and audiology, and the performance of appropriate clinical experience.

Financial Assistance Available:

Information about assistance or undergraduate study may be obtained by writing the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. College graduates may obtain information about financial assistance for training and study leading to the master's and Ph.D. degree funded by the U.S. Department of Health, Education, and Welfare by writing to the universities of their choice. Information is also available from the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

(16) NUTRITIONIST

There are career opportunities for nutritionists in mental retardation clinics, in hospitals and in training programs which have as their objective preparation of professional personnel for services to the retarded. The nutritionist counsels individual patients and their families regarding normal and therapeutic nutrition, develops educational activities and programs to strengthen nutrition teaching for patients and their families and serves as a consultant to the staff of the mental retardation facility. The nutritionist also plans and conducts research related to nutrition.

Educational and Training Requirements:

A Master of Science degree with a major in nutrition or a Master of Public Health degree with major emphasis in nutrition is required. In addition, completion of an approved hospital internship or training program which meets requirements for membership in the American Dietetic Association is necessary.

Financial Assistance Available:

Students interested in education and training in nutrition and dietetics should write the university of their choice for information about financial assistance programs funded by the U.S. Department of Health, Education, and Welfare. Information is also available from Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

II. EDUCATION

The mentally retarded require a specialized education geared to their individual capabilities in order to develop both academic and social skills. New enthusiasm has been generated from recent findings that mental ability and achievement can be stimulated and that the mentally retarded individual can benefit from early training and attention.

It is estimated that the majority of all the retarded persons in the United States are individuals whose intellectual and emotional capacities have been substantially impaired and limited by the mental and physical hardships and deprivations of poverty. With the recognition of the very important role of environmental factors in mental retardation has come an exciting challenge to trained educators to minimize the impact of mental retardation by modifying the environmental factors from which it often develops.

(17) TEACHER, SPECIAL EDUCATION

The teacher of mentally retarded individuals plans and conducts an instructional program of reading, writing, arithmetic, music, arts and crafts, self-care and behavior as well as vocational training. The program is based upon the degree of retardation, social maturity, age, sex, emotional stability and educational background of the individual student. The teacher may discuss the progress of a student with parents, and counsel students experiencing social, emotional or academic difficulties. The teacher may work in a school, residential care institution, hospital, day care or rehabilitation center.

Educational and Training Requirements:

A graduate or undergraduate degree from a college or university in special education, with student teaching and special courses of instruction in education of the exceptional child, is required.

Financial Assistance Available:

For information about financial aid for undergraduate education write the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information concerning assistance in training in the education of the mentally retarded is available from the Bureau of Education for

the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202, and from the Teacher Fellowship Program, Graduate Academic Programs Branch, Division of Graduate Programs, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

For Additional Information Write:

Council for Exceptional Children
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(18) TEACHER AIDE

The teacher aide works with the teacher to provide individual training, guidance, intellectual stimulation and encouragement to the mentally retarded child in the educational program. In this capacity the teacher aide provides important services assisting the teacher and establishing personal contact with the student.

Educational and Training Requirements:

On-the-job training is provided in most cases and, although a high school diploma is preferred, it is not generally required.

For Additional Information Write:

Council for Exceptional Children
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(19) DIRECTOR, SPECIAL EDUCATION

The director of special education administers programs and formulates policies for special education in schools and institutions serving mentally retarded children, coordinating the efforts of personnel engaged in education with diagnostic and placement services.

The director evaluates existing programs and facilities, confers with parents and others to explain the programs and services for the mentally retarded individual and to improve public understanding of the problems of the mentally retarded.

Educational and Training Requirements:

A master's degree in education or special education is generally a minimal requirement in addition to experience in teaching and administration of programs for the handicapped. Many advanced positions require a Ph.D. degree. The best preparation for this position is generally considered to be a combination of academic training and experience rather than a prescribed specific program.

Financial Assistance Available:

Information about assistance for teachers with at least one year of experience may be obtained from the Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202, and from the Division of Education Personnel Training, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

For Additional Information Write:

Council for Exceptional Children
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

(20) CHILD DEVELOPMENT SPECIALIST

The child development specialist is concerned with evaluating the social, emotional, mental and physical development of children who are believed to be mentally retarded, in an effort to facilitate diagnosis and recommend appropriate rehabilitation or custodial care that may be indicated. Early diagnosis and evaluation is accomplished by interviewing parents, observing the child alone and in play situations and by other techniques to evaluate his attitude, social adjustment, emotional maturity and stability and general developmental progress. The specialist also counsels parents in providing adequate care and confers with others who are concerned with the mentally retarded child. He often works directly with the retarded child in helping to carry out a recommended treatment program.

Educational and Training Requirements:

Little uniformity exists in this relatively new field, but the specialist must be trained in the social, emotional, intellectual and physical maturation of children. A graduate degree in elementary education or special education and experience with exceptional children would be of benefit to the individual considering this career, and a broad background of experience in related fields is probably necessary.

Financial Assistance Available:

Information about assistance for undergraduate college study may be obtained by writing the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information about assistance for teachers with one year or more experience to study on a graduate level leading to a master's degree may be obtained from the Experienced Teacher Fellowship Branch, Division of Educational Personnel Training, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information is also available from the Teacher Fellowship Program, Graduate Academic Programs Branch, Division of Graduate Programs, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202, and from the university of the student's choice.

For Additional Information Write:

Council for Exceptional Children
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

III. SOCIAL AND REHABILITATIVE SERVICES

Mental retardation often poses significant social and economic problems which must be faced by the retarded individual and his family. Personnel working in the field of social and rehabilitative services have an opportunity to provide the essential guidance, encouragement, understanding and support necessary to resolve these problems by maintaining family life and helping the retarded individual to attain the maximum economic and personal independence of which he is capable.

(21) SOCIAL WORKER

The social worker is concerned with the prevention and alleviation of the many problems associated with mental retardation. The social worker helps the mentally retarded individual and his family meet problems involving social and personal adjustment, health, finances, and similar difficulties. He does this by counselling and assisting individuals, families and groups, conferring and cooperating with medical, legal, rehabilitative, employment, educational and religious personnel. The social worker may serve on the staff of a residential care institution, clinic, school or social service agency and needs to be familiar with community educational, vocational, recreational and health facilities.

Educational and Training Requirements:

The extent of training required depends upon the level of work to be performed. An undergraduate degree from a college or university is a minimum requirement. Professional persons responsible for supervising and directing a program of social services should have a bachelor's degree from a college or university and a master's degree from an accredited school of social work.

Financial Assistance Available:

Information about assistance for undergraduate study is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Students who have graduated from college and are interested in graduate study in social work should write the university of their choice for information about traineeships and other assistance funded by U.S. Department of Health, Education, and Welfare. Information is also available from Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. Many public health and welfare agencies have plans for education of staff already employed and

new workers. Information on these programs and others can be obtained from the State or local health or welfare agency in the areas where the student wishes to work.

For Additional Information Write:

National Association of Social Workers
2 Park Avenue
New York, New York 10017

Council on Social Work Education
345 East 46th Street
New York, New York 10017

(22) RECREATIONAL THERAPIST

The recreational therapist organizes and directs such activities as sports, dramatics, nature study, social activities, games and arts and crafts suited to the needs of the mentally retarded individual. These activities constitute a recreation program for individuals in hospitals, rehabilitation centers and other institutions which is designed to improve their physical and mental condition. Such a program is part of the coordinated medical and rehabilitation program.

Educational and Training Requirements:

Applicants with an undergraduate degree in recreation or recreation therapy are preferred. A therapist with a degree in physical education, art, dramatics, or related subject may qualify after on-the-job training or clinical experience.

Financial Assistance Available:

Information about assistance for undergraduate study is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information about assistance for graduate study for careers in recreational therapy with children, funded by the U.S. Department of Health, Education, and Welfare, is available from the university of the student's choice and from the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

National Association of Recreational Therapists
Eastern State Hospital
Vinita, Oklahoma 74301

(23) REHABILITATION COUNSELOR

The vocational rehabilitation counselor is concerned with assessment of the mentally retarded individual's personality characteristics and potential for training and work. In this capacity he provides information about job trends and opportunities and

counsels the individual and members of his family with the goal of helping the retarded person to secure a job best suited to his individual limitations and potential. After conferences with medical personnel and other members of the rehabilitative team, the counselor determines the type of work and activity best suited to the individual's capabilities, interests and talents. The counselor also develops a job opening for the mentally retarded individual by contacting prospective employers and arranging interviews. The follow-up phases in which the counselor resolves any adjustment problems that may exist in the employment relationship is extremely important.

Educational and Training Requirements:

An undergraduate degree, preferably in psychology, sociology or education, is required. Many positions require a master's degree, usually in education or psychology with a major in rehabilitation counseling.

Financial Assistance Available:

Information about assistance for undergraduate study is available from the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information about assistance for study on the graduate level may be obtained by writing the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005

(24) CHILD CARE STAFF SUPERVISOR

The child care staff supervisor is responsible for the overall supervision of a program providing for the care, management, growth and development of individuals in a day care center or full-time residential facility for the mentally retarded. Supervision of such a program involves personal contact with mentally retarded individuals and a thorough knowledge of the services and programs designed to meet their needs.

Educational and Training Requirements:

A graduate degree in social work or a related field is generally required for this position, in addition to experience with exceptional children.

Financial Assistance Available:

Individuals with training in the fields of social work or child development may qualify for positions as child care staff supervisors. The information regarding financial assistance for preparation in social work (21) and child development (2) should be consulted.

For Additional Information Write:

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

(25) CHILD CARE STAFF MEMBER

The child care staff member is concerned with the daily care, guidance, training, understanding and support essential to the maximum development of the mentally retarded individuals in a community day care center or residential care facility. The staff member collaborates with the supervisor and other professional personnel in determining diagnosis and in formulating a management and treatment plan for the children under care.

Educational and Training Requirements:

An undergraduate degree from a college or university is generally required.

Financial Assistance Available:

The information regarding financial assistance available for preparation in social work (21) should be consulted.

For Additional Information Write:

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

National Association of Social Workers
2 Park Avenue
New York, New York 10017

Council on Social Work Education
345 East 46th Street
New York, New York 10017

(26) CHILD CARE STAFF ASSISTANT

The staff assistant serves a variety of important functions in providing training, guidance, intellectual stimulation and encouragement to the mentally retarded child. The assistant participates in the formulation of a planned program determined by personnel working in the various fields concerned with the mentally retarded child and assists the staff member in conducting the program.

Educational and Training Requirements:

A minimum of a high school degree is required; many positions require two years of college education.

Financial Assistance Available:

Information about financial assistance for undergraduate study may be obtained by writing the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

For Additional Information Write:

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

(27) CHILD CARE STAFF AIDE

The staff aide serves a supportive function in providing for the needs of children in a community day care center or residential care facility for the mentally retarded, guarding against accidents resulting from carelessness or inattentiveness, training them in personal hygiene and good grooming, desirable eating habits and etiquette, and leading them in recreational and habilitative activities.

Acting as a foster parent in residential care facilities, the staff aide may serve as a cottage parent attending to the personal hygiene and grooming of the children and performing residence housekeeping tasks as well as entertaining and advising children to keep them as happy and comfortable as possible.

Educational and Training Requirements:

The applicant should have completed eighth grade and have some experience in working with handicapped children. On-the-job training is usually provided.

For Additional Information Write:

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

IV. RESEARCH

Research into the prevention, diagnosis and treatment of mental retardation offers a great variety of careers in basic or clinical research to trained individuals in the fields of health, education and social and rehabilitative services. Biomedical and socio-cultural research in the field of mental retardation involves the geneticist, physician, dentist, psychologist, social worker, rehabilitation therapist, occupational therapist, physical therapist, speech therapist, special educator and countless others working in a coordinated team effort combining laboratory scientific research with clinical experimentation and investigation.

Educational and Training Requirements:

A graduate degree is usually required for research work in a specific field of investigation. The specific field of interest to the individual should be consulted to obtain information regarding the basic preparation required to qualify for research in the field.

Financial Assistance Available:

Information about fellowships for rehabilitation research is available from the Division of Research Grants and Demonstrations, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. Information is also available about assistance for research in the behavioral and biomedical sciences from the Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201. The same source also has information available about Undergraduate Professional Student Loan Programs.

For Additional Information Write:

Office of Public Inquiries
Public Health Service
U.S. Department of Health, Education,
and Welfare
Bethesda, Maryland 20034

V. ADMINISTRATION AND COORDINATION OF SERVICES

The need for effective administration and coordination of services for the mentally retarded has increased with the growing number of community, State and Federal programs for the mentally retarded involving personnel with diverse skills and services. Effective coordination of funds, services and personnel is absolutely necessary to bring about maximum benefit to the retarded. Such administration and coordination is often best accomplished by an individual with long and varied experience with the problems and needs in the field of mental retardation, giving him a thorough knowledge of the field. For this reason, the best preparation for such administration and coordination is experience and familiarity with the services and problems concerned rather than any specific formal program of preparation.

(28) DIRECTOR, DIAGNOSTIC AND EVALUATION CLINIC

The early identification and management of mental retardation is an aim of the highest priority of those dealing with the problem of mental retardation. The director of the diagnostic and evaluation clinic plans, coordinates and participates in activities of clinics serving suspected mental retardates. Direction of such a clinic involves establishing and implementing admission and examination procedures, supervision and coordination of activities of the clinic staff of related services, and work with parents, schools and other public groups.

Educational and Training Requirements:

A pediatrician, psychiatrist or other licensed physician, educator, school or clinical psychologist or social worker with substantial experience in mental retardation is generally qualified to direct such a clinic. The educational requirements for these professions should be consulted.

Financial Assistance Available:

The listings for each of the professions should be consulted for information about assistance to the student.

(29) DIRECTOR, SHELTERED WORKSHOP

A sheltered workshop provides an occupational environment for handicapped individuals to develop work habits and skills and to prepare for productive activity in the competitive labor market or, in cases of severe handicap, for continued employment under sheltered conditions. The director of the workshop provides counsel and vocational placement, supervises the activities of personnel, and secures employment for workers in business establishments in the community.

Educational and Training Requirements:

The sheltered workshop operates and must be administered as both a business enterprise and a rehabilitation center. An undergraduate or master's degree and experience in business administration is usually required; many positions require experience or training in education, rehabilitation or welfare work administration. Educational programs in rehabilitation workshop administration at both graduate and certificate levels are now operating in a number of colleges and universities which offer a major in workshop administration.

Financial Assistance Available:

An individual interested in this position should consult the listings for the various professions which are considered as prerequisites for director of a sheltered workshop. Information on college degree programs in this field may be obtained from the Division of Training, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

For Additional Information Write:

National Association of Sheltered Workshops
1522 K Street, N.W.
Washington, D.C. 20005

(30) PRINCIPAL

The principal directs the activities of a public or private day school for mentally retarded children or the educational program of a residential institution serving the mentally retarded. In planning the instructional program, the principal must consider the age, abilities, and needs of students and the availabilities of facilities and educational personnel. The principal confers with medical and other specialists and with personnel from rehabilitation and welfare agencies, and also evaluates and supervises the work and activities of educational personnel in the school. The principal may teach and participate in research activities at the institution in addition to serving in his administrative capacity.

Educational and Training Requirements:

Requirements may vary but applicants with a master's degree in education, educational administration or special education are generally preferred.

Financial Assistance Available:

Information about assistance for undergraduate study may be obtained by writing the Division of Student Financial Aid, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Information about assistance for graduate study leading to a master's degree may be obtained from the Teacher Fellowship Program, Graduate Academic Programs Branch, Division of Graduate Programs, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202. Experienced teachers who wish to pursue further study to prepare for positions as principal should write to the Experienced Teacher Fellowship Branch, Division of Educational Personnel Training, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

(31) INSTITUTION SUPERINTENDENT

The superintendent administers the activities of a residential institution which provides management, medical and social and rehabilitative services to mentally retarded patients. He plans and coordinates educational, recreational training, medical and supporting services according to the needs of the patients. The superintendent administers these services by utilizing principles of efficient management based upon available personnel and budget.

Educational and Training Requirements:

The requirements vary according to the institution. Superintendents usually have graduate degrees in medicine, social work, education or psychology with administrative and clinical experience. The listings for physician, social worker, special education director, teacher, and psychologist should be consulted for information regarding educational requirements and financial assistance.

(32) PROGRAM COORDINATOR (STATE AND LOCAL ACTIVITIES)

The program coordinator develops comprehensive plans for providing improved or extended mental retardation services throughout the State according to present or anticipated needs, using data-collection techniques to obtain information concerning existing services and needs. He keeps in close contact with medical, social, rehabilitative, legislative and other aspects of programs and services in the field of mental retardation and recommends modifications in programs in response to any changes in these fields. The coordinator also participates in activities to improve public understanding and awareness of mental retardation.

Educational and Training Requirements:

Requirements for this position vary but applicants with graduate or professional training in education, medicine, social work or psychology, community planning, administration or public health and related fields usually may qualify for the position. Educational requirements and financial assistance available for these fields should be consulted.

For Additional Information Write:

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

(33) PROGRAM DIRECTOR (STATE ACTIVITIES FOR THE MENTALLY RETARDED)

The program director works with and supervises the planning coordinator in the development of State and local programs for diagnosis, care and rehabilitation of the mentally retarded. The director inspects existing facilities to determine conformity to State requirements and objectives and evaluates and proposes new programs. The director assumes overall responsibility and direction of the State programs to combat and treat mental retardation.

Educational and Training Requirements:

Requirements for this position vary. However, a pediatrician, psychiatrist, psychologist, educator or social worker often qualifies if he has substantial administrative experience and a thorough familiarity with mental retardation problems and resources. Appointments to this position are usually made by the Governor of a State.

Individuals in executive positions of voluntary nonprofit organizations, such as the National Association for Retarded Children, with qualifications similar to those of the Program Coordinator or Program Director, perform functions which are generally

included within this category. This particular field offers career opportunities involving administration and coordination of programs and services, education, legislation and general formulation of policy on the State and Federal level.

For Additional Information Write:

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

APPENDIX

JOB TITLE	EDUCATIONAL AND TRAINING REQUIREMENTS					FINANCIAL ASSISTANCE AVAILABLE	STATE BOARD CERTIFICATION	PAGE
	On-the-Job	High School	Special Study	College Degree	Graduate Degree			
Physician		x		x	M.D.	x	x	1
Registered Nurse		x	x	for some positions	for some positions	x	x	2
Practical Nurse (LPN)	x	x	1-2 yrs.			x	x	3
Nurse Aide	x							4
Dentist		x		2 years	D.D.S.	x	x	4
Dental Hygienist		x	2 yrs.			x	x	5
Physical Therapist		x		x		x	x	5
Physical Therapy Assistant		x	up to 2 years			x		6
Physical Therapy Aide	x	preferred						6
Occupational Therapist		x		x		x	x	7
Occupational Therapy Assistant		x	up to 2 years			x		7
Occupational Therapy Aide	x	preferred						8
Psychologist		x		x	x	x	some States	8
Music Therapist		x		x		x		9
Speech & Hearing Specialist		x		x	x	x	for some positions	9
Nutritionist		x		x	x	x		10
Teacher, Special Education		x		x	preferred	x	x	11
Teacher Aide	x	preferred						12
Director, Spec. Education		x		x	x	x		12
Child Development Specialist		x		x	x	x		13
Social Worker		x		x		x		14
Recreational Therapist		x		x		x		15
Rehabilitation Counselor		x		x	preferred	x		15
Child Care Staff Supervisor		x		x	x	x		16
Child Care Staff Member		x		x		x		17
Child Care Staff Assistant		x		preferred		x		17
Child Care Staff Aide	x	preferred						18
Director, D&E Clinic		x		x	x	x		19
Director, Sheltered Workshop		x		x	preferred	x		20
Institution Superintendent		x		x	x	x		21
Program Coordinator		x		x	x	x		22
Program Director		x		x	x	x		22

SOURCES OF INFORMATION

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60201

American Association of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

American Association for Rehabilitation Therapy
Veterans Hospital
Hines, Illinois 60141

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists' Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60610

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American National Red Cross
Seventeenth and D Streets, N.W.
Washington, D.C. 20006

American Nurses' Association
10 Columbus Circle
New York, New York 10019

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

American Physical Therapy Association
1740 Broadway
New York, New York 10019

American Psychiatric Association
1700 Eighteenth Street, N.W.
Washington, D.C. 20009

American Psychological Association
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

American Public Health Association
1740 Broadway
New York, New York 10019

American Rehabilitation Counseling Association
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20005

American Sociological Association
1755 Massachusetts Avenue, N.W.
Washington, D.C. 20036

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20034

Association of American Medical Colleges
2530 Ridge Avenue
Evanston, Illinois 60201

Association for the Aid of Crippled Children
345 East 46th Street
New York, New York 10017

Association for Physical and Mental Rehabilitation
105 St. Lawrence Street
Rehoboth Beach, Delaware 19971

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

National Association for Music Therapy
P.O. Box #610
Lawrence, Kansas 66044

National Association for Practical Nurse Education
535 Fifth Avenue
New York, New York 10017

National Association of Recreational Therapists
Eastern State Hospital
Vinita, Oklahoma 74301

National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

National Association of Sheltered Workshops and Homebound Programs
1522 K Street, N.W.
Washington, D.C. 20005

National Association of Social Workers
2 Park Avenue
New York, New York 10017

National Commission for Social Work Careers
2 Park Avenue
New York, New York 10016

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

National Federation of Licensed Practical Nurses
250 West 57th Street
New York, New York 10019

National Health Council
1790 Broadway
New York, New York 10019

National League for Nursing
10 Columbus Circle
New York, New York 10019

National Medical Association
520 W Street, N.W.
Washington, D.C. 20001

National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005

National Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60012

Scientific Manpower Commission
1507 M Street, N.W.
Washington, D.C. 20005

REFERENCES

Aids to Students in Vocational, College, and Graduate Programs; Office of Education, U.S. Department of Health, Education, and Welfare, 1966. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Health Careers Guidebook; U.S. Department of Labor, Manpower Administration, 1965. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $1.50.

Hello World!; President's Committee on Mental Retardation, 1968. Available from the President's Committee on Mental Retardation, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

Federal Teacher Training Programs in Fields of the Disadvantaged and Handicapped; 1966, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

MR 67: A First Report to the President on the Nation's Progress and Remaining Great Needs in the Campaign to Combat Mental Retardation; President's Committee on Mental Retardation. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $.50.

MR 68: The Edge of Change; President's Committee on Mental Retardation. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $.50.

Occupations in the Care and Rehabilitation of the Mentally Retarded; U.S. Department of Labor, Manpower Administration. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $.30.

Opportunities for Professional Preparation in the Field of Education of Mentally Retarded Children; third edition, 1963. Available from the National Association for Retarded Children, Inc., 420 Lexington Avenue, New York, New York 10017. Price $1.00.

A Proposed Program for National Action to Combat Mental Retardation; The President's Panel on Mental Retardation, October 1962. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Price $.65.

Scholarship Program, Education of Handicapped Children; March 1968, Division of Training Programs, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20202.

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